

I love myself!

The Effects of Positive Self-talk on Behavior.

Martmargret Charles and Rachel Huesman

Faculty Mentor: Sharon Benton

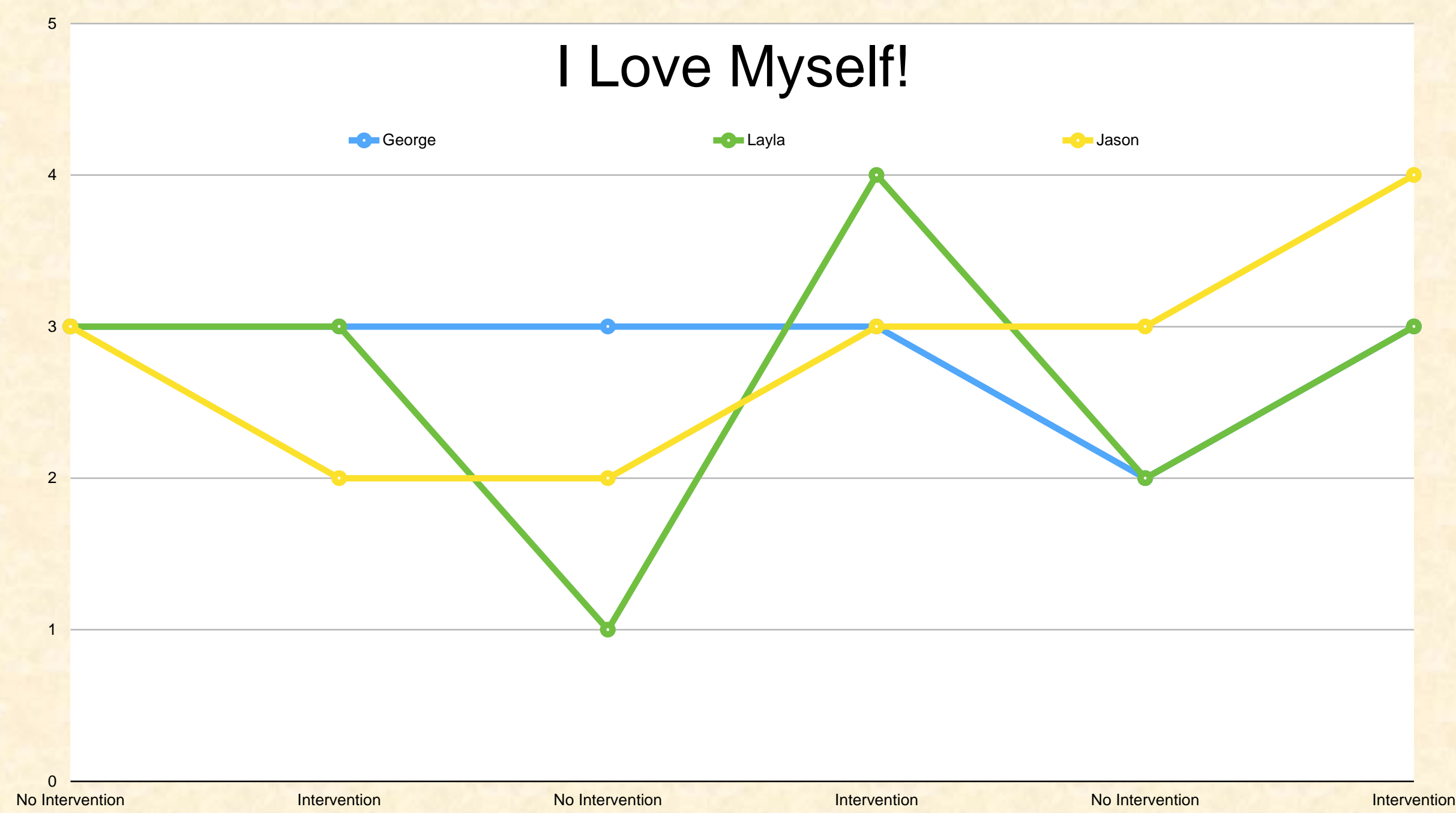
Professional Partnership Network

Early Childhood, Elementary, and Special Education

College of Education



This graph depicts the results collected by Rachel Huesman in Class 1



Abstract

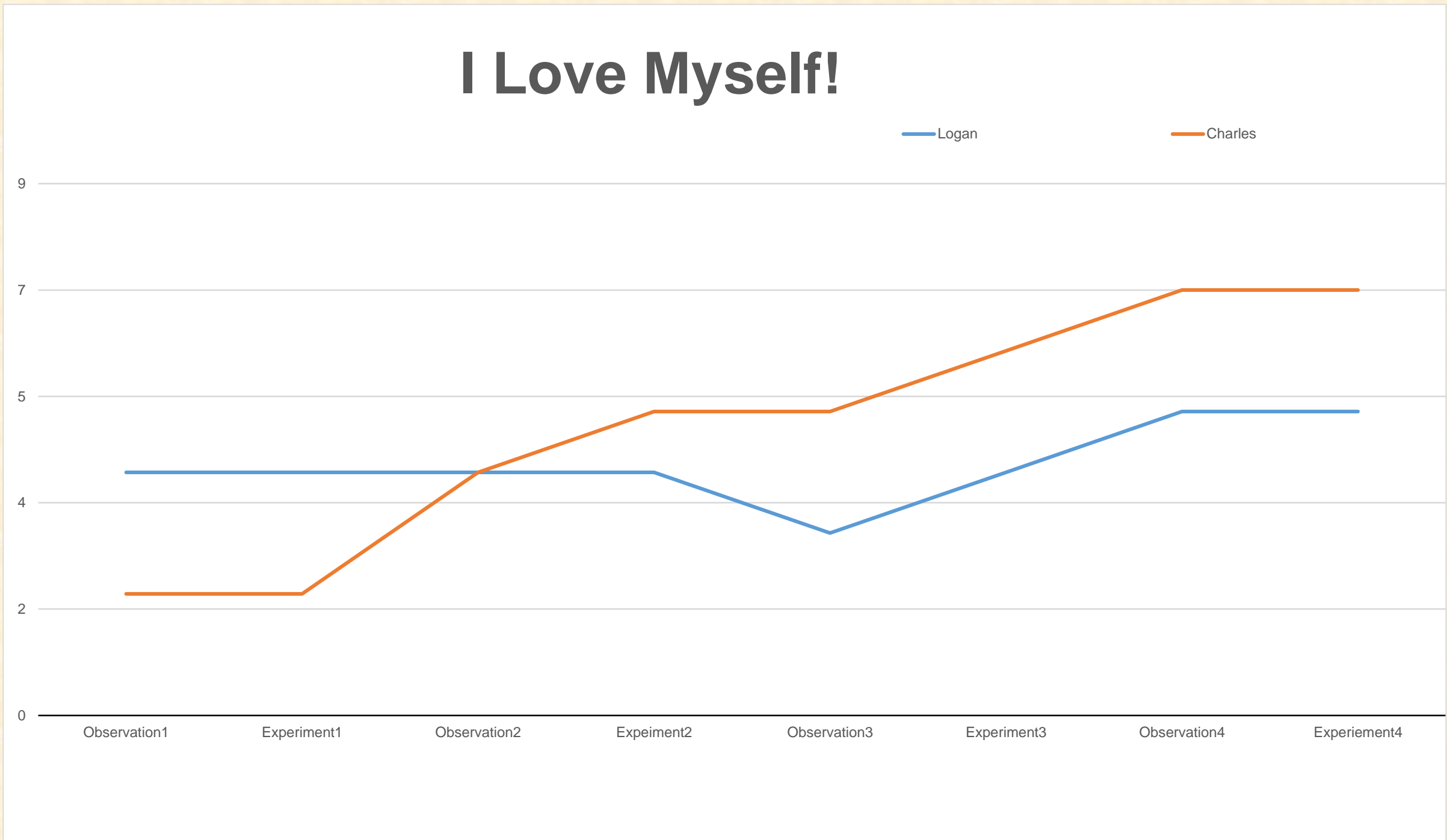
I love myself! The affects of positive self-talk on behavior

Marymargret Charles and Rachel Huesman

The only person who controls a students' behavior is themselves, as teachers we can only influence that behavior in a positive or negative way. The question was raised, would positive self-talk affect a students behavior? The schools used for the research use a clip-up/clip-down system, in which pink is the top color a student can achieve, with purple next. Then blue, green, yellow, orange and red. Red is the worst color a student can be on, and usually results in a parent call home. The students color on the clip chart was recorded hourly, and numeral values were given to the different colors as follows: pink-7, purple-6, blue-5, green-4, yellow-3, orange-2, red-1. The day was averaged out using the numerical values, and then the week was averaged. The phrase used was "I can make good choices. I am in control of my choices." The research found that students exhibited more desired behaviors when they participated in positive sled-talk, as directed by the teacher. Further research would show that continued use of positive self-talk would increase appropriate behaviors in the students resulting in higher clips on the clip chart.



The below graph depicts the results collected by Marymargret Charles in Class 2



What the world says about positive self-talk

The current literature on positive self-talk has a main focus on the use of the self-talk to change the behaviors of students who may or may not have disabilities. While this was not the focus of our research, the literature is still very relevant.

Most of the studies conducted had used the positive self-talk at the beginning of the school year, and continued to use it throughout the school year. As our research did no start this early, we do believe that had the self-talk started on day one of school the effect would have been more profound. We also believe that prolonging the research to more than six weeks would have shown the greater affect on the students' behavior.

As seen above, every student grew throughout the study in terms of self-control which is demonstrated by the raising of the line on the weeks the intervention was implemented, and lowering of the line on the weeks the intervention was not implemented.



Clip Chart Used



The phrase used

*I can make good choices!
I am in control of my choices!*

Future Research

Future research on the affects of positive self-talk is greatly needed. Many factors contribute to the behaviors of students everyday, and those need to be accounted for and then observed separately. If positive self-talk is found to have greater support through different situations, this could potentially be a resource for all teachers, to use in every classroom, that is implementable and free. For every student that walks through the door of the classroom, an invisible suitcase of emotions and personal struggles follows them. For students who struggle with self control, we see the lack of the ability to remain separated form the suitcase throughout the school day. The positive self-talk could potentially help students learn to part with the suitcase and focus on their learning and behavior at school.